



# Teaching and Learning Catch-up Plan during the COVID-19 related restrictions

Prof. SP Songca  
Deputy Vice Chancellor: Teaching and Learning  
University of KwaZulu-Natal

## Table of Contents

1	Introduction .....	3
2	Purpose .....	3
3	Approach.....	3
4	Principles .....	3
5	Guidelines .....	3
6	Management .....	4
7	The Catch-up Plan.....	4
8	Catch-up plan timing .....	5
9	Practical teaching and learning .....	6
10	Staggered start .....	6

## 1 Introduction

Teaching and learning is proceeding according to the remote plan and principles published at the UKZN Learn Online Portal, ULOP <http://utlo.ukzn.ac.za/utop.aspx>. The revised sessional dates provide for a catch-up plan on the five weeks of the 17<sup>th</sup> Aug to the 19<sup>th</sup> of Sep 2020. These dates have yet to be approved by Senate.

## 2 Purpose

The purpose of this plan is to provide principles and guidelines for academics in facilitating learning catch-up by students, by creating opportunities for enhancing the achievement of learning outcomes that have not been achieved.

## 3 Approach

The recommended approach has three learning components; a guided learning review, additional tuition, and catch-up assessment.

## 4 Principles

- 4.1 All students will participate in the catch-up plan, regardless of the multimodal remote learning component prior to and at the time of the catch-up plan.
- 4.2 The plan responds to student needs by focusing on the learning outcomes that have not been achieved by the majority of students.
- 4.3 Additional learning tasks and formative assessments are therefore directed at the achievement of these learning outcomes.
- 4.4 Student learning activities through the learning materials are guided in line with the recommended flipped classroom blended learning pedagogy.
- 4.5 The summative assessments of the catch-up plan assessment may be used to replace prior assessments where it improves overall performance.

## 5 Guidelines

The following checklist is meant to design and implement an effective catch-up plan. It is recommended for academics to use with autonomy depending on their teaching styles and learning styles of their students, as well as the level of study.

- 5.1 Have the most prevalent learning deficiencies of students been identified from prior assessments in order to inform the catch-up plan?
- 5.2 Are students directed to additional learning materials and resources identified to meet the most prevalent learning deficiencies of students?
- 5.3 Are catch-up plan learning tasks issued responding directly to the most prevalent learning deficiencies of students?

- 5.4 Are the formative assessments adequately assessing improvements in the achievement of the learning outcomes of the most prevalent learning deficiencies of students?
- 5.5 Are clear instructions issued to students and are these instructions responding to the most prevalent learning deficiencies of students?
- 5.6 Is the open online session scheduled for questions and answers and to prepare students for the summative assessments responding to the most prevalent learning deficiencies of students?
- 5.7 Considering the learning deficiencies, will this assessment replace assessments where students performed poorly or will it be a stand-alone assessment?
- 5.8 Have additional communication channels been opened for the anticipated increase in student appeals for help with self-directed learning?
- 5.9 How are the psychosocial student services brought on board to provide support during the catch-up plan period?
- 5.10 Have the class representatives been mobilised to help in bringing the most prevalent learning difficulties of students to the attention of teaching teams?

## 6 Management

There are several critical management issues for the catch-up plan. These include adequate institutional planning, implementation and service delivery level planning, implementation, monitoring, evaluation, and reporting.

**Table 1: Catch-up Plan Management**

#	Objective	Activity	Responsibility	Oversight
1	institutional plan	The catch-up plan, principles and guidelines are prepared, and agreed upon at UTLC, and reported at Senate for approval.	CDTL, ICS, II	DVCTL
2	implementation level plans	The school clusters and subjects need to review module plans for the catch-up.	L, TT	AL, DHOS, CDTL
3	implementation	The academics and teaching teams implement the catch-up plan as planned.	L, TT	AL, DHOS, CDTL
4	monitoring, evaluation, and reporting	It is important that each teaching team summarizes the catch-up plan experience including student experience.	L, TT	AL, DHOS, CDTL

## 7 The Catch-up Plan

- 7.1 The purpose of the catch-up plan is to provide learning opportunities for all students who are behind schedule in their learning to catch up.
- 7.2 All learning tasks that have not been performed, and learning outcomes which were not achieved are addressed in the catch-up plan.

- 7.3 The teaching team leader may therefore issue additional learning tasks and administer additional formative and summative assessments.
- 7.4 It is therefore imperative that the module teaching team leader keeps a careful record of students in the catch-up activities so as to ensure that everyone gets a fair chance to catch-up and keep up.
- 7.5 It is also of particular importance that the online activity of students is closely monitored by the teaching team and that students are regularly informed of their online responsibilities and etiquette.
- 7.6 Every effort must be made to respond to students' questions through the University of KwaZulu-Natal social media platforms and other means.
- 7.7 It is further recommended that a general session is scheduled once or twice a week to deal with the most common student learning challenges, through open Zoom sessions or webinars.

## **8 Catch-up plan timing**

- 8.1 The catch-up plan is scheduled to start on the 1<sup>st</sup> of July, as soon as students arrive on campus.
- 8.2 These students will join the online solution and will need to be accommodated as best possible.
- 8.3 However, it is clear that many teaching teams will use the first week of July to organize their students, especially those joining the catch-up plan after a week of online inactivity.
- 8.4 It is therefore important that teaching teams identify students who will join the online activity as part of the catch-up plan by referencing the list of students who are arriving on campus, a spreadsheet of whom is attached.
- 8.5 It is also important to further identify those students who will appear for the first time in the online activities, as part of general monitoring of online activity.
- 8.6 Teaching teams are also monitoring students who show low and declining online activity.
- 8.7 Whenever feasible, such students should be followed up to establish if there are distress indicators.
- 8.8 The catch-up plan continues until the first week of September, ending with an additional catch-up summative assessment.
- 8.9 In essence, the online solution that began on 1 June is extended to the first week in September so that all students have the opportunity to make up on lost time.
- 8.10 It is recorded that the final summative assessment can replace one of the earlier summative assessments or is a stand-alone assessment, depending on module class agreements, arrangements and sound pedagogy.

## **9 Practical teaching and learning**

- 9.1 Practical teaching and learning which will require University laboratory facilities is also scheduled to start on the 1<sup>st</sup> of July, and continue till the end of the semester.
- 9.2 Laboratories have been deep cleaned and sanitized in preparation for the imminent laboratory classes.
- 9.3 Teaching teams are encouraged to make sure that the laboratories are ready as required in terms of the University COVID-19 protocols.
- 9.4 As part of organizing students and laboratory based classes, laboratory teaching teams will have to make arrangements for multiple sessions to cater for social distancing requirements during laboratory sessions.
- 9.5 It is also expected that teaching teams will provide orientation of students on personal protective clothing and equipment for mandatory use during laboratory sessions.
- 9.6 In this regard, it is highly recommended that the first session of all laboratory classes for each student cohort commences with a drill on safety and health procedures in the laboratory pertaining to the current pandemic.
- 9.7 All laboratory teaching teams are therefore encouraged to familiarize with such procedures and whenever in doubt, to consult immediate line managers.
- 9.8 The safety and health procedures are to be followed throughout until the end of laboratory classes.
- 9.9 Violation of such procedures should lead to immediate removal from the laboratory for the safety of the general cohort of students and staff.

## **10 Staggered start**

Figure 1 shows a staggered start project plan diagram for the teaching and learning catch-up plan, as a guide to show the timelines of the sessional dates that are to be considered for approval by Senate on the 8<sup>th</sup> July 2020. The arrangements for the staggered start project plan as discussed in the preceding sections.

Figure 1: Staggered start

